



UNIVERSITY OF  
PLYMOUTH



Plymouth Business School

Faculty of Arts, Humanities and Business

2024-03-24

## International experience, tourism, and employability: A conceptual discussion from international student perspective

Fa Wang *Plymouth Business School*

*Let us know how access to this document benefits you*

### General rights

All content in PEARL is protected by copyright law. Author manuscripts are made available in accordance with publisher policies. Please cite only the published version using the details provided on the item record or document. In the absence of an open licence (e.g. Creative Commons), permissions for further reuse of content should be sought from the publisher or author.

### Take down policy

If you believe that this document breaches copyright please [contact the library](#) providing details, and we will remove access to the work immediately and investigate your claim.

Follow this and additional works at: <https://pearl.plymouth.ac.uk/pbs-research>

---

### Recommended Citation

Wang, F. (2024) 'International experience, tourism, and employability: A conceptual discussion from international student perspective', *ISCONTOUR 2024 Tourism Research Perspectives Proceedings of the International Student Conference in Tourism Research*, , pp. 222-243. Retrieved from <https://pearl.plymouth.ac.uk/pbs-research/333>

This Conference Proceeding is brought to you for free and open access by the Faculty of Arts, Humanities and Business at PEARL. It has been accepted for inclusion in Plymouth Business School by an authorized administrator of PEARL. For more information, please contact [openresearch@plymouth.ac.uk](mailto:openresearch@plymouth.ac.uk).

# **International experience, tourism, and employability: A conceptual discussion from international student perspective**

Fa Wang

University of Plymouth

Email: fa.wang@plymouth.ac.uk

## **Abstract**

This paper aims to shed light on the nexus between tourism-related activities, as an integral component of the international experience of international student cohorts, and the consequential impact on their employability, drawing the synthesized insights from existing literature. Further, this paper adopted the Graduate Capital Model (GCM) and Career Construction Theory (CCT) to form a conceptual framework, focusing on how the key competencies and attainments acquired during such experiences and exploring how their capitals and constructed narratives in a foreign environment are established. Yet the prevailing literature predominantly centred on the influences regarding international experience derived from international students' degree study experiences and on-campus activities for reshaping employability, a noticeable gap exists concerning the nuanced contribution of tourism-related experiences. Thus, this paper responds to the dearth of literature on discussing the international experiences of students' tourism-related activities by exploring how such experiences significantly contribute to the enhancement of international students' employability, thereby equipping them to navigate the challenges and requisites of a globalized job market.

**Keywords:** international experience; international student; employability; Graduate Capital Model; Career Construction Theory

## **1 INTRODUCTION**

International education has emerged as a flourishing global export industry over the recent decades (Gardiner, King & Wilkins, 2013). According to the OECD (2022), the number of international students has surged dramatically from 1.9 million in 1997 to 6.3 million in 2020. The substantial increase in the recruitment of international students not only signifies a burgeoning market and opportunities for tourism business in major student-importing countries (Gardiner et al., 2013) but also pinpoints the idea that the international education market is commercialized for providing educational resources, nourished by international student mobility (Levent, 2016). Further, the tourism-related activities of international students considerably contribute to the local economy beyond their educational and living expenses (Weaver, 2003). Apart from the economic impact of the host countries, international student cohorts also bring valuable knowledge and skills (Guruz, 2011), fresh labour forces (Levent, 2016), opportunities for cultural exchange, and enhanced scientific research capacity (Cankaya, 2023). Yet, limited research has identified to connection between tourism-related activities and employability, as a part of international students' overseas experience. It seems that tourism-related activities can to some extent assist international students in better fitting into life abroad, improving linguistic capital, and constructing memorable stories in built environments and workplaces. Against the backdrop, this paper takes the initiative to examine how the tourism-related activities of international students influence their employability. The structure of the paper unfolds as follows. Firstly, it starts with an introductory section to pave the background for the research. Secondly, it seeks to synthesize the key terms in this paper to build a shared understanding of the critical concepts. Thirdly, it underpins the importance of

understanding the significance of international experience to employability and the perceived benefits derived from the tourism-related activities of international students. Fourthly, it conceptualized a framework drawing from the core principles of the Graduate Capital Model and Career Construction Theory to guide future empirical research. Fifthly, the paper acknowledges its limitations. Lastly, a conclusion section summarizes the core ideas of this paper and implies the theoretical value of this research

## **2 DEFINITIONS OF THE KEY TERMS**

The objective of this section is to elucidate the definitions of the key terms, establishing a shared understanding of the critical concepts in this paper. First of all, it initiates by synthesizing the concept of international experience wherein the term has been employed across various fields of research without a conventional consensus definition, as its definitional construct differs notably in the context of international students concerning their tourism experience and the employability discourse. Subsequently, it delves into the explanation of employability, particularly focusing on international student cohorts drawing from existing reliable sources. The theoretical rationales of elaborating the chosen terms are twofold, including laying out the comprehensive foundation of how these terms are explained from the existing literature in a holistic approach and the importance of utilizing the clarified terms as key variables as the groundwork for constructing the conceptual framework underpinned by GCM and CCT.

### **2.1 International Experience**

International experience (IE) and study abroad experience seem synonymous concepts, especially regarding employers who emphatically consider international experience as 'academic tourism' (Steglitz & Gross, 2009). Contradictorily, IE is considered more of a multidimensional concept that varies in different social contexts, which can be constructed as a process of knowledge transfer and cross-cultural adjustment for expatriates in work and non-work scenarios (Clarke, Tamaschke & Liesch, 2013; Takeuchi et al., 2005). Bhandari & Bhandari & Vitasmo (2021) construct international experience as sorts of internationalization activities (e.g., summer & winter school, exchange programs, joint or formal degree study) guided by universities where individuals or students acquired their overseas experience. In employability research, international experience refers to a combined social discourse of varied activities and engagement which involves study experience, volunteering work, internships, and international travel (Crossman & Clarke 2010).

Existing literature on defining the IE of students seems to emphasize more in their on-campus experiences (Bhandari & Vitasmo, 2021; Fang et al., 2022; Harder et al., 2015; Petersdotter, Niehoff & Freund, 2017; Zhao, Peng & Liu, 2021; Zhao et al., 2022). However, research from Fakunle (2021), Nilsson & Ripmeester (2016), and Huang & Turner (2018) have demonstrated solid shreds of evidence that employability can be enhanced outside of Higher Education (HE). It is necessary to construct the concept of international experience via the provision of within and beyond campuses. Additionally, students' on and off-campus experience embedded into receiving overseas education should also be supported by various stakeholders (Arkoudis et al., 2009). Noticeably, researchers did not initially categorize that international experience should be explicitly segregated into two domains (Crossman & Clarke, 2010; Huang et al., 2014). However, there is an underlying value in those different activities and components that the students might undertake to develop their employability (Huang & Turner, 2018), thus pinpointing of significance investigating how international student employability is developed within & outside of universities. The popular components of engagement and activities of international experience within

universities are proposed as academic degree study, work-based activities, and employability-related workshops offered by academic faculty and career service department, yet job-related employment and social networking are highlighted as critical elements of international experience outside of universities (Crossman & Clarke 2010; Fakunle, 2021; Huang & Turner, 2018; Huang et al., 2014). It is necessary to emphasize that the conceptualized two definitional domains of international experience did not screen large samples of international student cohorts, and the potential value is to serve the research into examining the employability of the international student cohort. In the process of selecting literature in this section to unpack the components of IEs, a few critical criteria have been formulated focusing on research target being restricted to international student cohorts, literature should be published indexed journal articles or peer-reviewed papers, findings and outcomes of those articles are directly related to how international experiences would enhance employability and careers-related matters. Based on the discussion above, Table 1. is formed to visualize how researchers construct various activities and components of international experience within & outside universities to investigate the impacted employability of international students.

Authors	IEs inside of the HEs	IEs outside of the HEs
Crossman & Clarke (2010; 2018)	Internationalised curriculum International degree study experiences Interacting with other international students Intercultural friendship	Casual employment International internships International personal travel Personal travel Volunteering work
Jones (2013)	Degree study experience	International volunteering Work placement Service learning
Huang (2008); Huang, Turner & Chen (2014); Huang & Turner (2018)	Academic experiences (essay & report writing, presentation, exams, group work, and course representatives) Acting as a peer mentor Engagement with personal tutor Engagement with Careers Service Employability-related courses & workshops Extra curriculum awards for student Participating in student societies and clubs Work-based learning activities	Attending different competitions Being friends with local students International & domestic Travelling (international or UK) Participating in local events Undertaking internship Undertaking paid part-time work Voluntary work
Fakunle (2019) Fakunle (2021)	Work-integrated learning (WIL)	Extra-curriculum activities Personal Travel Part-time job Volunteering

**Table 1.** IEs inside and outside of universities

## 2.2 International Students Employability

The concept of employability has garnered significant attention in recent years, especially among the reach field of international student cohorts (Römgens, Scoupe & Beausaert, 2020; Huang & Turner, 2018). Conventionally, employability has been constructed as a set of skills and attributes that individuals need to acquire to secure employment (Nikusekela & Pallangyo, 2016; Nilsson & Ripmeester, 2016). At the individual level, employability refers

to the ‘propensity of students to obtain a job’ (Harvey, 2001, p.98) and to fulfil the attribute requirement set by potential employers during the recruitment process. In this context, employability often encompasses transferable and soft skills, including personal values, communicational & interpersonal skills, social awareness, business acumen, cultural adaptation, and teamwork spirit which collectively render an individual employable and well-rounded (Fugate et al., 2021; Tomlinson, 2012). On the other hand, at the institutional level, employability is closely intertwined with higher education, industries, and social norms that shape the contextual elements of employability (Harvey, 2001). However, existing literature has critiqued these two approaches to defining employability. The individual approach is overly emphasized on the ‘supply-side’ perspective wherein a skillset mismatch and expectations between students and employers would occur (Nikusekela & Pallangyo, 2016). Furthermore, the institutional approach to defining employability is closely linked to the indicator of employment outcomes, lacking engagement with the statutory professional practices of individuals and the measurement to gauge employability from the organizational level tends to focus predominantly on short-term courses (Bridgstock & Jackson, 2019; Harvey, 2001).

Various distinguished approaches exist for defining employability, with Holme’s (2013) approach of exploring the definitional categories of employability as the three competing categories in ‘possessive’, ‘positioning’, and ‘processual’ being particularly notable. For employability as possession, similar to how employability is considered as pertained skills and attributes (Blackmore et al., 2016; Crossman & Clarke, 2010, 2018; Nilsson & Ripmeester, 2016), students and graduates are seen as more employable as they possess a set of predetermined skills or attainment that are deemed valuable in the labour market (Holme, 2013). However, the increasing research focusing on skills and attributes, cautioned by Holmes (2013), would produce a ‘plethora’ of skill lists that graduates should possess, which potentially could lead to ‘the increase numbers of explanatory elements with no theoretical gain’ (p.546). The positioning perspective emphasizes on the individual’s societal position and identity underpinned within the social structure (Holmes, 2013). The positioning approach of employability, from the standing point, enables individuals to establish tangible and valued goals within their professional network, linked to their anticipated employment outcomes (Huang, Turner & Chen, 2014; Moghaddam & Harré, 2010). The processual approach to defining employability, particularly relevant for international student cohorts (Blackmore et al., 2016; Fakunle, 2019; Huang & Turner, 2018; Pham, 2021), views employability as an ongoing and dynamic process of learning, development, and adaptation.

In discussions about the employability of international students, extensive research has demonstrated the array of evidence on how it is urgent to develop a holistic and transparent model or framework to understand this concept embedded into higher education (Arthur et al., 2022; Fakunle, 2021; Pham, 2023; Raby, Singh & Bista, 2023; Zhao et al., 2022). Despite this, scant research has elucidated a profound conceptual understanding to describe the employability discourse of international student cohorts, given their increasing yet diverse employability & career needs, cultural disparities, study program variations, societal structures in different contexts (Bennett, Knight, and Hurley, 2023; Kelly et al., 2020). Wang (2023) has pioneered the synthesis of the concept of ‘international student employability’ wherein four critical components are constructed: the international fresh identity of positioning in the labour market, international experiences inside and outside of the university, cross-cultural capacity, skills & attributes acquainted during the international study. Nonetheless, acknowledged in the article from Wang (2023) regarding the limitation of the attempt which ‘lacks empirical analysis, would lead to a purely theorematic gain in employability research’ (p. 288). In addition, a study from Bennett et al. (2023) advocated

the urgent need to distinguish the employability discussions between the global south and the global north, emphasizing the importance of reframing and adjusting the employability agenda to account for career aspirations, flexible arrangements from stakeholders, and cultural differences.

### **3 LINKING TOURISM BENEFITS AND EMPLOYABILITY**

International experience is believed to have a clear connection with the employability of international students (Fang et al., 2022; Huang & Turner, 2018; Nilsson & Ripmeester, 2016). This section aims to explore the critical interplays between the IE of students and their employability via the extensively reviewed literature. Further, it also seeks to synthesise the perceived benefits of tourism-related activities, highlighting its various functions in students' societal understanding of a different environment, with a further goal to underpin its resourceful potentials which could be a positive indicator to improve students' employability.

#### **3.1 Perceived tourism benefits in international experience**

Tourism-related activities are a collection of observations, reflections, cultural encounters, and personal transformation (Brown, 2009; Theroux, 2011). Research findings from Weaver (2003) strongly indicate that international students play a substantial and ensuring role in shaping major student import countries' tourism landscape and the impact on the tourism industry goes beyond mere contribution to the overall tourism sectors. The idea is in accordance with Gardiner et al., (2013) that ensuring a long-term sustainable recruitment of international students is both good for the tourism industry and students themselves as international students are considered promising, loyal, and repeat visitors. Interestingly, Huang's (2008) initiative takes international students as tourists during their overseas degree study and the research reveals that international students have their own unique tourism characteristics, showcasing similarities with Western post-tourists. In accordance with the thought of Huang (2008), Brown (2009) advocates for researchers to treat international students as long-stay tourists in the tourism market, highlighting the idea of investigating their motivation to travel for self-adjustment to local culture during their international experiences. This approach would enhance culture-specific skills and awareness among international students.

Previous research has demonstrated solid evidence that tourism-related activities are beneficial for international students to enhance their IE as a part of their overseas study journey (Crossman & Clarke, 2010; Huang & Turner, 2018). However, scant attention has been paid to the student themselves as a distinct cohort, especially regarding their development of employability. Crossman & Clarke (2010) underpinned that personal travel experiences during overseas study proffer students the insightful experience of another country and profound cultural contexts wherein a deeper and dynamic understanding of the 'foreign' environment is fostered. Similarly, Huang (2008) found that whilst international students in the UK are highly reply on rail travel, offering a more holistic way of understanding British life outside of the campus and, consequently, improving the quality of their educational experience which can increase their study satisfaction. Additionally, it is also noticeable that such experiences can enhance their spoken English and communicational skills (Huang, 2008). Further, Fakunle (2019) examines the issue of how international students' perspectives on their travelling through their overseas study, highlighting that language acquisition, knowing the cultural contexts, and relationship-building. However, the results demonstrated that it seems still not clear whether travelling is associated with the employability of international students, and tourism-related activities embedded into international experience may not always correlate with employability (*ibid*).

### 3.2 The significance of international experience to employability

Studying abroad is a process of linguist improvement and cultural exchange experience wherein is substantially linked to employment prospects (Nilsson & Ripmeester, 2016). Interestingly, limited research is well-known for constructing the interplay of IE and employability (Crossman & Clarke, 2010), despite the scholarly accepted paradigm on international experience would impact the career and employability of students and observed international experiences and employability of international students are related (Bhandari & Vitasmore, 2021; Huang, 2013; Huang & Turner, 2018; Jones, 2013; Nilsson & Ripmeester, 2016; Raby, Singh & Bista, 2023; Tomlinson et al., 2022).

From students' perspective, IE is not merely limited to the acquisition of a foreign language (Bhandari & Vitasmore, 2021), the positive significance lies in developing their cross-cultural competency, self-independence, and self-efficacy (Lee, 2004; Nilsson & Ripmeester, 2016; Petersdotter, Niehoff & Freund, 2017; Zhao, Peng & Liu, 2021). Those aforementioned transformative integrities and soft skills via international experience can largely impact career decision-making (Bozionelos et al., 2015) and guide their own ways of incorporating challenges into learning in the international workplace (Lee, 2004). Whilst employers' attitudes and stances towards international experience act as one of the most influential motives for students to seek international experience (Jones, 2013; Trooboff, Berg & Rayman, 2007), international employers' perspectives on international experience seem predominantly positive from the existing literature (Fang et al., 2022; Franklin, 2010; Trooboff, Berg & Rayman, 2007). Moreover, it is believed that employers value those transferable competencies and soft skills derived from international experience (Leppänen, Neuvonen & Saarinen, 2019) including professional adaptability, cross-cultural understanding, work under pressure, and communicational skills (Franklin, 2010; Trooboff, Berg & Rayman, 2007). However, whilst employers are conventionally convinced that HEs are the major drive to produce work-ready graduates with well-rounded skills (Nilsson & Ripmeester, 2016; Ripmeester, 2014; Ripmeester, 2016), it is necessary to further articulate a more in-depth understanding for employers to be aware of how students accumulate skills & competencies during the international experience, not just from the campus experience, thus to assist their student-to- professional transition (Ripmeester, 2016).

On the other hand, albeit noticeable synergies agree on that international experience has a positive impact on employability (Fang et al., 2022; Nilsson & Ripmeester, 2016), employers might not prioritize international experience as a critical factor that would guarantee employment due to the complexity of workplace, mismatch of required types of international experience within the different cultural contexts, and different recruiting attitudes towards studying abroad experiences (Bhandari & Vitasmore, 2021). Whilst the negative impact of international experience seems likely underrated, compelling findings from the literature (Yu & Moskal, 2019) indicate that the inadequate awareness of intercultural contact via Chinese international students' overseas experience, which is liaised with diversity supports from HEs, may also lead to the poor cross-cultural learning and insufficient personal growth. Besides, African international students in the UK's HE is reported to suffer from cultural obstacles and financial pressure during their overseas study (Hyams-Ssekasi, Mushibwe & Caldwell, 2014). Interestingly, research from Zweig & Du (2010) revealed that some international returnees found it hard to secure their jobs after finishing their overseas degrees and the dilemma is underpinned by a compromise between finding a job and lowering salary expectations. Thus, whilst there is resourceful potential for IE, with the future extended study, can be applied by contrasting the nature of different activities and experiences, which is of great value to form a solid approach to

maximize the development of intended employability enhanced from students' international experience.

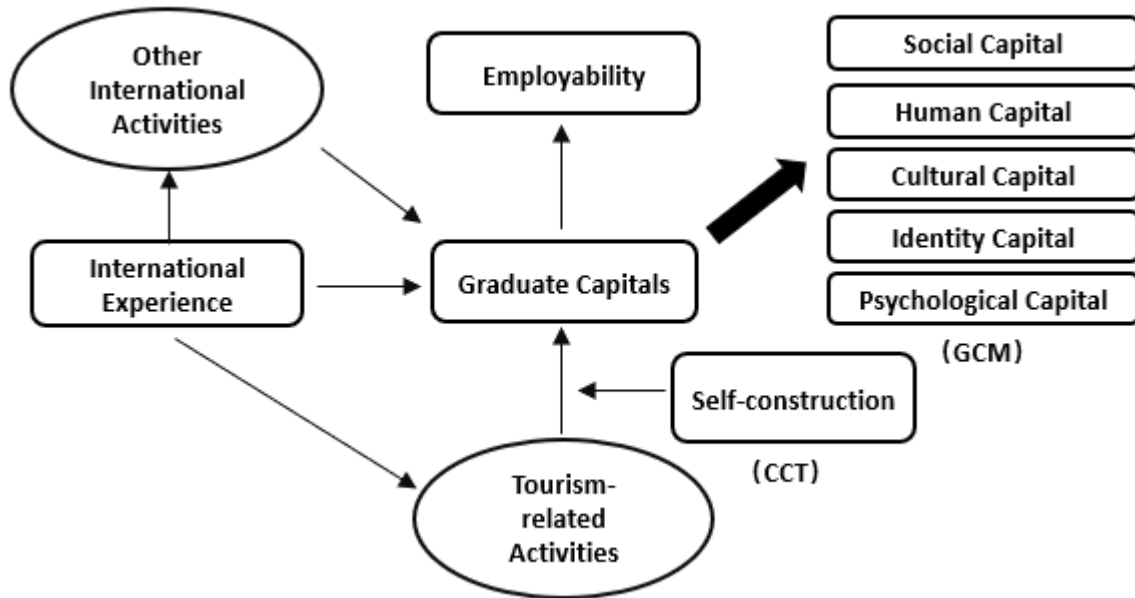
#### **4 A CONCEPTUAL FRAMEWORK FOR FURTHER EMPIRICAL RESEARCH**

This section aims to develop the conceptual framework drawing upon the extensive literature underpinned by the Graduate Capital Model (GCM) and Career Construction Theory (CCT). As this research is at its early stage, hypotheses are not fully developed, the fundamental function of developing a conceptual framework is to guide the researcher's thinking and future research design. Based on Tomlinson (2017), GCM is developed and refined to rationalize the multi-dimensional resources as graduate capitals to assist an individual's transition to the job market. Different from the supply-side or overly skill-centred approach to explaining employability, GCM involved five competing yet interactive capitals encompassing human capital (skills & knowledge), social capital (networks & relationships), cultural capital (value, awareness, and embodied behaviours), identity capital (employment identity & employability narratives), and psychological capital (adaptivity, resilience, self-efficacy). Existing research has demonstrated how tourism-related activities of international students facilitate their graduate capitals. For instance, evidence from Huang (2008) and Huang & Turner (2018) has highlighted that the travel of international students can gain the local culture and understand the life of living in the new environment, which could be linked to students' psychological capital. Similarly, Participants in Fakunle's (2019) research depict that travel experiences during their overseas study could widen their horizons by getting to know more subtle cultural contexts and social norms that could be linked to their cultural capital. Furthermore, Blackmore, Gribble & Rahimi (2017) depicted that the experience gained from travel, volunteering, and community work could signify students' agency regarding building up relationships, and cross-cultural connections wherein their social capital could be enhanced. Yet, the above research has focused on a singular student cohort or student cohorts from the same educational level. Therefore, there is a potential need to understand a large sample cohort of international students. In this regard, those sources have proven that tourism-related activities are beneficial for international students to pertain to various forms of graduate capitals.

Meanwhile, CCT (Savickas, 2013) addresses the central issue of how individuals build up their career narratives (or stories), life themes & patterns, and career adaptability through self-construction, which is believed that 'individuals construct representations of reality, yet they do not construct reality itself' (p. 147). The existing literature illustrates that individuals can engage in self-construction to cultivate career adaptivity and subsequently improve their employability (de Guzman & Choi, 2013; GUAN & Li, 2015). Recent research by Sonnenschein (2023) indicates that international students in Australia acculturate themselves to blend in the new workplace by constructing their career adaptability through various international experiences such as casual employment, internships, socializing, and networking. In the same vein, Zhu *et al.* (2023) highlight the critical finding, guided by CCT, that cultural flexibility and proper arrangements during international students' internship programs can effectively support them to adapt and construct their career routes for future workplace development and career paths. Those shreds of evidence seem to illuminate the thoughts and linkage of how international students accumulate different forms of graduate capitals to develop their employability in the host countries navigated by their constructed narratives and career adaptivity. Although scant research can be directly identified how tourism-related activities could enhance international students' employability by accumulating graduate capitals, self-construction could potentially serve as the key mediator to guide individuals to garner various forms of graduate capitals from



different tourism-related activities. Therefore, the accumulated capitals may enhance employability and influence their professional types along with navigating career choices. Based on the discussed potential relationships above, the conceptual framework of this research is visually represented in the conceptual framework (Figure 1).



**Fig. 1** Conceptual Framework

## 5 CONCLUSION AND IMPLICATIONS

This paper pinpoints an underexplored domain, specifically delving into the approaches in which tourism-related activities, as an integral part of students' international experiences, influence and shape the employability of international students during their overseas educational trajectory. Whilst existing research dominantly emphasizes the economic impact, flourished tourism industry, augmented tourism business and opportunities, and job creation resulting from such tourism activities, scant research has taken a deep glimpse into how international students' tourism experience in return benefits themselves over the long term in their career discourse. Apart from the observed research gap, this paper creatively unpacked the dynamic interplay between international experience and employability, highlighting the significance of how IE critically influences international student employability. Furthermore, this study also illustrates the perceived benefits garnered from tourism-related activities which would enhance the overall quality of international study experience that potentially impact the discourse of employability. In addition to the theoretical contributions derived from the extensive literature review, this study conceptualized a novel model, serving as a foundation framework for future empirical research aimed at unravelling the nuanced relationship between tourism-related activities and the employability of international students. Whilst certain limitations are acknowledged, this paper pioneers a fresh perspective by investigating students' employability through an international lens. It uncovers intricate relationships and interactions in tourism-related activities and their impacted employability during their international experiences wherein the connection may appear to some extent irrelevant yet indeed profoundly intertwined.

At the same time, there are certain limitations acknowledged in this paper. First of all, the conceptual framework is derived from the scant empirical evidence (Blackmore et al., 2017; Crossman & Clark, 2010; Huang, 2008; Huang & Turner, 2014), acknowledging the necessity for future empirical research and theoretical conceptualization and refinement of the constructed model. Additionally, a scarcity of existing literature would limit its practical implication along with the mere theoretical gain. Secondly, due to the demographic nature of international students, this paper lacks a precise research target cohort leading to the sample bias as international students are diversified from their countries of origin, cultural disparities, subject of study, educational level of the program enrolled, host countries of study, exposure to different tourism environment, and family backgrounds. This would lead to research a dilemma wherein external influential factors are overloaded. Thirdly, as limited research is identified to explore the direct relationship between tourism-related activities and employability within cross-sectional studies, the potential outcomes might overly focus on the positive side, lacking insights into the long-term effects due to the absence of longitudinal data.

Regarding the future implications, this research employs GCM and CCT to investigate how tourism-related activities impact on the employability of international student cohorts wherein the chosen topic is insufficiently explored (e.g., Fakunle, 2019; Huang, 2008; Huang & Turner, 2014). It underpinned an underexplored domain, advocating that tourism-related activities could enhance the overall experience of overseas study trajectory hence their employability may appear to be developed via capturing various forms of capitals and self-construction. Furthermore, this study underscores the theoretical connections between tourism and employability research area grounded in a conceptualized framework adopting career-related framework and theory. Lastly, whilst the next stage of empirical design is not outlined in this paper, the anticipated outcomes hold the potential to inform stakeholders (high education institutes, the tourism industry, and policymakers) to improve the quality of international students' tourism experience which is reciprocal for the enhanced tourism opportunities and students themselves.

## 6 REFERENCES

- Arkoudis, S., Hawthorne, L., Baik, C., Hawthorne, G., O'Loughlin, K., Leach, D. & Bexley, E. (2009) 'The impact of English language proficiency and workplace readiness on employment outcomes and performance of tertiary international students'. Melbourne: Centre for the Study of Higher Education, University of Melbourne, 45.
- Bennett, D., Knight, E., Li, I., & Hurley, P. (2023). Comparing Employability Trends Between International Students from Global South and Global North Peers. In *International Student Employability: Narratives of Strengths, Challenges, and Strategies about Global South Students* (pp. 37-50). Cham: Springer International Publishing.
- Bhandari, R. & Vitasoro, P. (2021) 'Employability and International Experience: Indonesian Students perceptions', UNiSET 2020: Proceedings of the 1st Universitas Kuningan International Conference on Social Science, Environment and Technology, UNiSET 2020, 12 December 2020, Kuningan, West Java, Indonesia. European Alliance for Innovation, pp. 68.
- Blackmore, J., Gribble, C., & Rahimi, M. (2017). International education, the formation of capital and graduate employment: Chinese accounting graduates' experiences of the Australian labour market. *Critical Studies in Education*, 58(1), 69-88.
- Blackmore, P., Bulaitis, Z. H., Jackman, A. H., & Tan, E. (2016). Employability in higher education: A review of practice and strategies around the world. Report commissioned by Pearson Efficacy and Research.
- Bridgstock, R., & Jackson, D. (2019). Strategic institutional approaches to graduate employability: navigating meanings, measurements and what really matters. *Journal of Higher Education*

Policy and Management, 41(5), 468-484.

- Brown, L. (2009). The transformative power of the international sojourn: An ethnographic study of the international student experience. *Annals of tourism research*, 36(3), 502-521.
- Cankaya, I. (2023). Systematic Review of International Student Mobility in Higher Education. *ESI Preprints*, 24, 881-881.
- Clarke, J. E., Tamaschke, R. & Liesch, P. W. (2013) 'International experience in international business research: A conceptualization and exploration of key themes'. *International Journal of Management Reviews*, 15 (3), pp. 265-279.
- Clarke, M. (2018) 'Rethinking graduate employability: The role of capital, individual attributes and context'. *Studies in Higher Education*, 43 (11), pp. 1923-1937.
- de Guzman, A. B., & Choi, K. O. (2013). The relations of employability skills to career adaptability among technical school students. *Journal of Vocational Behavior*, 82(3), 199-207.
- Fakunle, O. (2021) 'Developing a framework for international students' rationales for studying abroad, beyond economic factors'. *Policy Futures in Education*, 19 (6), pp. 671-690.
- Fakunle, O. A. (2019). International student perceptions on studying abroad and developing employability during a UK Masters.
- Fang, T., Xiao, N., Zhu, J. & Hartley, J. (2022) 'Employer Attitudes and the Hiring of Immigrants and International Students: Evidence from a Survey of Employers in Atlantic Canada'. *Canadian Public Policy*, 48 (S1), pp. 17-37.
- Franklin, K. (2010) 'Long-term career impact and professional applicability of the study abroad experience'. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 19 pp. 169-190.
- Fugate, M., Van der Heijden, B., De Vos, A., Forrier, A., & De Cuyper, N. (2021). Is what's past prologue? A review and agenda for contemporary employability research. *Academy of Management Annals*, 15(1), 266-298.
- Gardiner, S., King, B., & Wilkins, H. (2013). The travel behaviours of international students: Nationality-based constraints and opportunities. *Journal of Vacation Marketing*, 19(4), 287-299.
- GUAN, P., & Li, M. (2015). Career construction theory: connotation, framework and applications. *Advances in Psychological Science*, 23(12), 2177.
- Guruz, K. (2011). Higher education and international student mobility in the global knowledge economy, SUNY. Retrieved from: <http://www.sunypress.edu/pdf/62192.pdf>
- Harder, A., Andenoro, A., Roberts, T., Stedman, N., Newberry III, M., Parker, S. & Rodriguez, M. (2015) 'Does study abroad increase employability?'. *NACTA Journal*, 59 (1), pp. 41-48.
- Harvey, L. (2001). Defining and measuring employability. *Quality in higher education*, 7(2), 97-109.
- Huang, R. & Turner, R. (2018) 'International experience, universities support and graduate employability—perceptions of Chinese international students studying in UK universities'. *Journal of Education and Work*, 31 (2), pp. 175-189.
- Huang, R. (2008). Mapping Educational Tourists' Experience in the UK: understanding international students. *Third World Quarterly*, 29(5), 1003-1020.
- Huang, R. (2013) 'International experience and graduate employability: Perceptions of Chinese international students in the UK'. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 13pp. 87-96.
- Huang, R. (2022) 'How to improve international employability'. *WONHKE*. [Online]. Available at: <https://wonkhe.com/blogs/how-to-improve-international-employability/>.

- Huang, R., Turner, R. & Chen, Q. (2014) 'Chinese international students' perspective and strategies in preparing for their future employability'. *Journal of Vocational Education & Training*, 66 (2), pp.175-193.
- Hyams-Ssekasi, D., Mushibwe, C. P. & Caldwell, E. F. (2014) 'International education in the United Kingdom: The challenges of the golden opportunity for Black-African students'. *Sage Open*, 4 (4), pp. 2158244014562386
- Kelly, A., Bennett, D., Giridharan, B., & Rosenwax, L. (2020). Postdegree intentions of female international undergraduate students studying in Malaysia: A qualitative study. *Journal of International Students*, 10(1), 145-158.
- Lee, N. J. (2004) 'The impact of international experience on student nurses' personal and professional development'. *International Nursing Review*, 51 (2), pp. 113-122.
- Leppänen, J., Neuvonen, A. & Saarinen, M. (2019) 'Hidden competences: Finnish employers' and students' appreciation of the effect of learning abroad on employability', *Internationalization and Employability in Higher Education*. Routledge, pp. 39-48.
- Levent, F. (2016). The economic impacts of international student mobility in the globalization process. *Journal of Human Sciences*, 13(3), 3853-3870.
- Moghaddam, F. & Harré, R. (2010) 'Words, conflicts and political processes'. *Words of conflict, words of war: How the language we use in political processes sparks fighting*, pp. 1-28.
- Nikusekela, N. E., & Pallangyo, E. M. (2016). Analysis of supply side factors influencing employability of fresh higher learning graduates in Tanzania. *Global Journal of Human-Social Science Economics*, 16(1).
- Nilsson, P. A. & Ripmeester, N. (2016) 'International student expectations: Career opportunities and employability'. *Journal of International Students*, 6 (2), pp. 614-631.
- OECD. (2022). *Education at glance*. <https://www.oecd-ilibrary.org/docserver/e13bef63-en.pdf?expires=1704475137&id=id&accname=guest&checksum=F16109F50F066AF32B6F5AEAF645719B>
- Petersdotter, L., Niehoff, E. & Freund, P. A. (2017) 'International experience makes a difference: Effects of studying abroad on students' self-efficacy'. *Personality and Individual Differences*, 107 pp. 174-178
- Pham, T. (2021) 'Navigating the host labour market: International graduates need more than credentials'. [in Centre for Global Higher Education working paper series.
- Pham, T. (2023) 'Assessing Employability Skills: How are current assessment practices “fair” for international students?', *Assessment for Inclusion in Higher Education*. Routledge, pp. 153-164.
- Raby, R. L., Singh, J. K. N. & Bista, K. (2023) 'Dimensions of International Student Critical Employability'. *STAR Scholar Book Series*.
- Ripmeester, N. (2014) 'International businesses: Consumers of global talent'. *Handbook of internationalisation*, pp. 21-32.
- Ripmeester, N. (2016) 'Internationalisation and Employability: Making the Connection between Degree and the World of Work', *Global and local internationalization*. Brill, pp. 121-127.
- Römgens, I., Scoupe, R. & Beusaert, S. (2020) 'Unraveling the concept of employability, bringing together research on employability in higher education and the workplace'. *Studies in Higher Education*, 45 (12), pp. 2588-2603.
- Savickas, M. L. (2013). *Career construction theory and practice*. Career development and counseling: Putting theory and research to work, 2, 144-180.
- Sonnenschein, K. (2023). *Understanding Career Construction and Acculturation Strategies Among Chinese International Students in Australia*. *Journal of China Tourism Research*, 1-19.

- Steglitz, I. & Gross, L. (2009) 'Translating study abroad experiences for workplace competencies'. *PeerReview*, pp. 19-22.
- Takeuchi, R., Tesluk, P. E., Yun, S. & Lepak, D. P. (2005) 'An integrative view of international experience'. *Academy of management Journal*, 48 (1), pp. 85-100.
- Theroux, P. (2011). *The Tao of travel: Enlightenments from lives on the road*. Houghton MifflinHarcourt.
- Tomlinson, M. (2012). Graduate employability: A review of conceptual and empirical themes. *Higher education policy*, 25, 407-431.
- Tomlinson, M. (2017). Forms of graduate capital and their relationship to graduate employability. *Education+ Training*, 59(4), 338-352.
- Trooboff, S., Berg, M. V. & Rayman, J. (2007) 'Employer attitudes toward study abroad'. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 15 (1), pp. 17-34.
- Wang, F. (2023, April). Employability of hospitality and tourism international students: a critical research review. In *ISCONTOUR 2023 Tourism Research Perspectives: Proceedings of the International Student Conference in Tourism Research* (p. 284). BoD–Books on Demand.
- Weaver, D. B. (2003). The contribution of international students to tourism beyond the core educational experience: Evidence from Australia. *Tourism Review International*, 7(2), 95-105.
- Yu, Y. & Moskal, M. (2019) 'Missing intercultural engagements in the university experiences of Chinese international students in the UK'. *Compare: A Journal of Comparative and International Education*, 49 (4), pp. 654-671.
- Zhao, W.-X., Peng, M. Y.-P. & Liu, F. (2021) 'Cross-cultural differences in adopting social cognitive career theory at student employability in PLS-SEM: the mediating roles of self-efficacy and deep approach to learning'. *Frontiers in psychology*, 12 pp. 586839.
- Zhao, X., Kung, M., Bista, K. & Ma, Y. (2022) 'International Student Experiences and Graduate Employability: Perspectives and Issues'. *STAR Scholar Book Series*, pp. 1-16.
- Zhu, J., Lu, Y., Zhao, Y., Zhang, H., & Ran, F. (2023). International Students' Career Construction from Hospitality Internship: A Qualitative Approach. *SAGE Open*, 13(4), 21582440231216164.
- Zweig, D. & Du, Z. (2021) 'Are China's "Sea Turtles" Becoming "Seaweed"?'. *International Higher Education*, (106), pp. 29-30.